NOVEMBER, 1927 NUMBER 248

SCHOOL OF EDUCATION BULLETIN No. 12

# THE UNIVERSITY OF NORTH CAROLINA RECORD

## THE SCHOOL *of* EDUCATION

ANNOUNCEMENTS
1927-1928

THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL, N. C.

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# CALENDAR

| | |
|---|---|
| *1927* | **Fall Quarter** |
| *Sept. 14-17* | *Wednesday through Saturday.* Examinations for conditions and entrance examinations. |
| *Sept. 19-22* | *Monday through Thursday.* Freshman Week. Registration September 21 (Freshmen only). |
| *Sept. 22* | *Thursday.* Registration (all except Freshmen) for fall quarter. |
| *Sept. 23* | *Friday.* Class work for fall quarter begins. |
| *Oct. 12* | *Wednesday.* University Day Exercises. |
| *Nov. 23* | *Wednesday.* Thanksgiving Recess begins (1:00 p.m.). |
| *Nov. 28* | *Monday.* Thanksgiving Recess ends (8:30 a.m.). |
| *Dec. 16, 17, 19, 20* | *Friday, Saturday, Monday, Tuesday.* Examinations for fall quarter. Registration of all except Freshmen and Sophomores. |
| *Dec. 22 (afternoon)-Jan. 2, 1928* | Christmas Recess. |
| *1928* | **Winter Quarter** |
| *Jan. 3* | *Tuesday.* Registration completed for winter quarter (Freshmen and Sophomores). |
| *Jan. 4* | *Wednesday.* Class work for winter quarter begins. |
| *Feb. 1* | *Wednesday.* Candidates for the Mangum Medal announce their subjects to their respective deans. |
| *Mar. 14-17* | *Wednesday through Saturday.* Examinations for winter quarter. Registration of all except Freshmen and Sophomores. |
| *Mar. 17-23* | *Saturday afternoon through Friday.* Spring Recess. |
| | **Spring Quarter** |
| *Mar. 24* | *Saturday.* Registration completed for spring quarter (Freshmen and Sophomores). |
| *Mar. 26* | *Monday.* Class work for spring quarter begins. |
| *Apr. 30* | *Monday.* Selection of commencement orators. |
| *June 4-7* | *Monday through Thursday.* Examinations for spring quarter. |
| *June 8-11* | *Friday through Monday.* Commencement. |
| | **Summer Quarter, 1928** |
| *June 14-July 24* | First term of Summer School. |
| *July 25-August 31* | Second term of Summer School. |

## OFFICERS OF ADMINISTRATION

### The University

Harry Woodburn Chase, Ph.D., LL.D., *President.*

Walter Dallam Toy, M.A., *Secretary of the Faculty.*

Charles Thomas Woollen, *Business Manager.*

Julius Algernon Warren, *Treasurer and Bursar.*

Thomas James Wilson, Jr., Ph.D., *Registrar.*

George Kenneth Grant Henry, Ph.D., *Assistant Registrar.*

Francis Foster Bradshaw, A.B., *Dean of Students.*

Mrs. Marvin Hendrix Stacy, *Adviser to Women.*

Louis Round Wilson, Ph.D., *Librarian.*

Charles Melville Baker, A.M., B.L.S., *Assistant Librarian.*

Russell Marvin Grumman, B.H., *Acting Director of Extension Division.*

Robert Baker Lawson, M.D., *Director of the Gymnasium.*

Robert Allison Fetzer, B.S., M.A., *Director of Athletics.*

Eric Alonzo Abernethy, M.D., *University Physician.*

Harry Fulcher Comer, B.S., *General Secretary, Y. M. C. A.*

# THE SCHOOL OF EDUCATION

### Officers and Executives

HARRY WOODBURN CHASE, Ph.D., LL.D., *President of the University.*

NATHAN WILSON WALKER, A.B., Ed.M., *Acting Dean of the School of Education.*

CHARLES EUGENE MCINTOSH, A.B., *Executive Secretary of the School of Education.*

MARION REX TRABUE, Ph.D., *Director of the Bureau of Educational Research.*

MRS. LOUISE COFFEY PICKARD, *Secretary to the Dean.*

JAMES WEBB, *Statistical Assistant, Bureau of Educational Research.*

NORA BEUST, B.A., *Librarian of the School of Education.*

### The Administrative Board

*MARCUS CICERO STEPHENS NOBLE, Pd.D., *Professor of Pedagogy and Dean of the School of Education.*

NATHAN WILSON WALKER, A.B., Ed.M., *Professor of Secondary Education, Director of the Summer School, and Acting Dean of the School of Education.*

EDGAR WALLACE KNIGHT, Ph.D., *Professor of Education.*

MARION REX TRABUE, Ph.D., *Professor of Educational Administration and Director of the Bureau of Educational Research.*

ARTHUR MELVILLE JORDAN, Ph.D., *Professor of Educational Psychology.*

ESEK RAY MOSHER, Ed.D., *Professor of Education.*

JAMES FINCH ROYSTER, Ph.D., *Kenan Professor of English Philology and Dean of the Graduate School.*

ROBERT DIGGS WIMBERLY CONNOR, Ph.B., *Kenan Professor of History and Government.*

ANDREW HENRY PATTERSON, A.M., Sc.D., *Professor of Physics and Dean of the School of Applied Science.*

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* Relieved of administrative duties since 1921.

## FACULTY*

**Marcus Cicero Stephens Noble, Pd.D., *Professor of Pedagogy and Dean of the School of Education.*

Student, Davidson College and University of North Carolina; Pd.D., Davidson College, 1926; Commandant, Bingham School, 1880-1883; Superintendent of Schools, Wilmington, N. C., 1883-1898; Professor of Pedagogy, University of North Carolina, 1898—; Dean of the School of Education, 1913—.

Nathan Wilson Walker, A.B., Ed.M., *Professor of Secondary Education, Director of the Summer School, and Acting Dean of the School of Education.*

A.B., University of North Carolina, 1903; Superintendent of Schools, Ashboro, N. C., 1903-1905; State Inspector of Public High Schools, 1907-1920; Ed.M., Harvard University, 1921; Professor of Secondary Education, University of North Carolina, 1905—; Director of the Summer School, 1907—; Acting Dean, School of Education, 1921—.

Edgar Wallace Knight, Ph.D., *Professor of Education.*

A.B. Trinity College (N. C.), 1909; A.M., *ibid.*, 1911; Master in History, Trinity Park School, 1909-1911; Fellow in Education, Columbia University, 1912-1913; Ph.D., *ibid.*, 1913; Assistant Professor of Education, Trinity College (N. C.), 1913-1916; Professor of Education, *ibid.*, 1916 1917; Superintendent of Wake County Schools, 1917-1918; Professor of Education, 1919—.

†Marion Rex Trabue, Ph.D., *Professor of Educational Administration and Director of the Bureau of Educational Research.*

A.B., Northwestern University, 1911; A.M., Columbia University, 1914; Ph.D., *ibid.*, 1915; High School Principal, Fairbury, Ill., 1911-1912; Hinsdale, Ill., 1912-1913; Instructor in Educational Administration, Teachers College, Columbia University, 1915-17; Assistant Professor of Education, *ibid.*, 1919-1922; Chief Psychological Examiner for United States Army in Camps Taylor and Grant, and Captain, Adjutant General's Office, 1917-1918; Professor of Educational Administration, 1922—; Director, Bureau of Educational Research, *ibid.*, 1923—.

Esek Ray Mosher, A.M., Ed.D., *Professor of Education and Director of Training.*

B.A., University of Minnesota, 1903; A.M., Western Reserve University, 1907; Ed.M., Harvard University, 1921; Ed.D., *ibid.*, 1924; Professor of Mathematics and Commandant, State Normal and Industrial School, Ellendale, North Dakota, 1904-1906; Supervisor of Instruction, Evening School

* Only members of the Education Staff are listed here. The names of instructors in the academic subjects are given in connection with the list of courses offered in the various academic departments of the University.

** Relieved of administrative duties since 1921.

† Absent on leave, Fall and Winter quarters, 1927-28.

System, Cleveland, Ohio, 1906-1907; Professor of Mathematics, State Normal College of the University of Montana, Dillon, 1907-1921; Vice-President, *ibid.*, 1912-1921; Acting President, *ibid.*, March-September, 1919; Professor of Educational Psychology, State Normal School, Salem, Massachusetts, 1921-1923; Professor of Education, 1923—; Director of Training, 1926—.

ARTHUR MELVILLE JORDAN, Ph.D., *Professor of Educational Psychology.*

A.B., Randolph-Macon College, 1907; A.M., Trinity College (N. C.), 1909; Student, University of Chicago, 1912-1913; Ph.D., Columbia University, 1919; Teacher, Vanderbilt Training School, Elkton, Kentucky, 1907-1908; Principal, Henderson, N C., High School, 1909-1910; Superintendent, Williamston, N. C., Schools, 1910-1912; Substitute Teacher in Education, Northern State Normal School, Marquette, Michigan, 1913; Principal, DePauw Academy, DePauw, Indiana, 1913-1914; Instructor in Education, University of Arkansas, 1914-1915; Assistant Professor of Education, *ibid.*, 1915-1917; Professor of Psychology and Education, *ibid.*, 1919-1923; Professor of Educational Psychology, 1923—.

WILLIAM JOHN MCKEE, C.E., M.A., *Professor of Education.*

C.E., Cornell University, 1909; M.A., Columbia University, 1919; Ph.D., *ibid.*, (work completed summer of 1926, degree to be conferred 1927); Principal Rang Mahal Elementary and High School, Lahore, India, 1910-1918; Supervisor of Secondary Schools for Boys, Punjab Mission, 1913-1918; Principal, Teachers Training School, Moga, India, 1919-1925; holder of fellowship, International Education Board, 1925-1926; Professor of Education, 1926—.

CARLETON ESTEY PRESTON, Ph.D., *Associate Professor of the Teaching of Natural Science.*

A.B., Harvard College, 1899; A.M., Harvard University, 1900; Ph.D., *ibid.*, 1902; Traveling Fellow, Department of Botany, *ibid.*, 1900-1901; Assistant in Botany, Yale Forest School, 1901-1902; Teacher of Natural Science, Lawrence, Mass., High School, 1903-1907; Sub-Master, Charlestown High School, 1907-1908; Junior Master, *ibid.*, 1908-1910; Junior Master, English High School, Boston, 1910-1925; Master, Head of Science Department, Dorchester High School for Boys, 1925-1926; Associate Professor of the Teaching of Natural Science, 1926—.

PRESTON COOKE FARRAR, M.A., *Associate Professor of the Teaching of English.*

A.B., Washington and Jefferson College, Washington, Pa., 1891; M.A., Columbia University, 1904; Teacher of English, Allegheny High School, Pittsburgh, Pa., 1891-1896; Head of English Department, Allegheny High School, Pittsburgh, Pa., 1896-1900; Teacher of English DeWitt Clinton High School, New York, N. Y., 1901-1903; Head of English Department, Erasmus Hall High School, Brooklyn, N. Y., 1903-1927; Associate Professor of the Teaching of English, 1927—.

RALPH WINFRED TYLER, Ph.D., *Associate Professor of Education (in Extension Teaching).*

A.B., Doane College, Crete, Nebraska, 1921; M.A., University of Nebraska, 1923; Ph.D., University of Chicago, 1927; Head of Science Department

Public High School, Pierre, S. D., 1921-1922; Assistant Supervisor of Sciences, Teachers College, University of Nebraska, 1922-1924; Instructor in Education, University of Nebraska, 1924-1927; Associate Professor of Education, 1927—.

ARNOLD KIMSEY KING, A.B. in Ed., M.A., *Assistant Professor of the Teaching of History.*

A.B. in Ed., University of North Carolina, 1925; Instructor in Education and Assistant to the Dean of the School of Education, 1925-1926; Graduate Student, University of Chicago, 1926-1927; M.A., *ibid.*, 1927; Assistant Professor of the Teaching of History, 1926—.

JOHN MINOR GWYNN, A.B., M.A., *Assistant Professor of the Teaching of Latin.*

A.B., University of North Carolina, 1918; Graduate Student, *ibid.*, 1926; Teacher, Leaksville, N. C., Schools, 1918; Principal, Leaksville High School, 1919-1920; Principal, Reidsville, N. C., High School, 1920-1924; Instructor in Latin, University of North Carolina, 1924-1926; Graduate Student, University of North Carolina, 1926-1927; Graduate Student, University of Chicago, 1927; M.A., University of North Carolina, 1927; Assistant Professor of the Teaching of Latin, 1926—.

HOWARD FREDERICK MUNCH, B.S., M.A., *Assistant Professor of the Teaching of Mathematics, and Principal of the High School Department of the Training School.*

B.S., Adrian College, 1904; M.A., University of Chicago, 1926; Teacher of Mathematics, Fayette Normal School, Fayette, Ohio, 1904-1905; Teacher of Mathematics and Science, Mason City High School, Iowa, 1905-1907; Assistant Principal and Teacher of Mathematics and Physics, Danville High School, Illinois, 1907-1913; Assistant Principal and Teacher of Mathematics, Danville High School, Illinois, 1913-1918: Director of Part-time Education, Rockford, Illinois, 1918-1922; Superintendent of Schools, Monmouth, Illinois, 1922-1925; Student, University of Chicago, 1925-1926; Assistant Professor of the Teaching of Mathematics, 1926—.

SALLIE BELLE MARKS, M.A., *Assistant Professor of Elementary Education.*

A.B., Southwestern Teachers College, Weatherford, Okla., 1923; M.A., Teachers College, Columbia University, 1924; Junior High School Teacher, Chickasha, Okla., 1914-1917; Principal High School Muldrow, Okla., 1917-1919; Principal Ward School, Fort Smith, Ark., 1919-1923; Assistant Superintendent Schools, LaCrosse, Wisconsin, 1924-1927; Assistant Professor of Elementary Education and Supervising Principal Elementary Grades of the Training School, 1927—.

CECILIA HATRICK BASON, M.A., *Assistant Professor of Education (in Extension Teaching).*

A.B., Flora Macdonald College, 1909; Teacher Burlington City Schools, 1909-1911; M.A., Teachers College, Columbia, 1926; Student, Teachers College, 1911-1912; Special Diploma in Education; Teacher in Kindergarten, Roselle Public Schools, N. J., 1912-1915; Teacher Kindergarten, New Rochelle, N. Y., Schools, 1915-1916; Teacher Burlington City Schools 1917-1922; Head Department of Primary Methods, East Tennessee State Teachers College, 1922-1925; Graduate Student Teachers College, 1925-1926; Head Department Primary Methods, *ibid.*, 1926-1927; Assistant Professor in Extension Teaching, 1927—.

HUGO GIDUZ, A.B., *Assistant Professor of the Teaching of French.*

A.B., Harvard University, 1905; Diplome d'Etudes Superieures de Phonetique Francaise, Grenoble, 1923; Teacher in Harvard School, Chicago, Ill., 1906-1908; Teacher in Manor School, Stamford, Conn., 1908-1910; Teacher in High School, Butte, Mont., 1910-1920; Teacher High School, San Fernando, Pampanga, P. I., 1920-1922; Teacher in English High School, Boston, Mass., 1924; Head of the Modern Language Department, Fall River High School, Fall River, Mass., 1924-1927; Assistant Professor of the Teaching of French, 1927—.

GRAHAM BENNETT DIMMICK, M.A., *Assistant in Educational Psychology.*

JAMES PERRIN ANDERSON, A.B., M.A., *Teaching Fellow in Education.*

A.B., Wofford College, 1923; Superintendent, Pendleton Public School, Pendleton, S. C., 1923-1926; Graduate Student, University of North Carolina, Summer of 1925 and 1926; Assistant in Educational Psychology, 1926-1927; M.A., University of North Carolina, 1927; Teaching Fellow in Education, 1927—.

## THE SCHOOL OF EDUCATION

### ADMISSION REQUIREMENTS

The requirements for admission to candidacy for the degree of A.B. in Education are as follows:

| | | |
|---|---|---|
| English, *a, b, c,* | | 3 units |
| History, *a,* | | 1 unit |
| Mathematics, *a, b, c,* | | 2.5 units |
| 4 units Required | Greek *a, b,* | 2 units |
| | Latin *a, b, c, d,* | 2 or 4 units |
| | German *a,* | 2 units |
| | French *a,* | 2 units |
| | Spanish *a,* | 2 units |
| | | 4 units |
| Electives | | 6.5 units |
| Total | | 15 units |

NOTE, that 4 units of foreign language are required for admission to candidacy for the degree of A.B. in Education. This requirement may be satisfied by 4 units of Latin (actually 3.7 as stated in the Catalogue), or by 2 units of Latin and 2 of one other foreign language, or by 2 units each in any two of the foreign languages here listed.

NOTE FURTHER: American History is a required subject for admission to candidacy for the degree of A.B. in Education.

### EXPENSES

Every effort is made to reduce to the lowest point the necessary expenses of an education at the University. The entire annual expenses need not exceed $500 and they frequently may be reduced to $400.

### TUITION AND OTHER FEES

School of Education:

| | |
|---|---|
| †Tuition Fee, each quarter | $25.00 |
| *Matriculation Fee, each quarter | 12.00 |
| Publications Fee, each quarter | 1.66 |
| Laundry Fee, each quarter (a deposit) | 8.50 |
| Total, each quarter | $47.16 |

† The tuition fee required of students who are not residents of North Carolina is $33.34 each quarter.

* This fee includes the gymnasium fee, the library fee, the fee for attendance of the University physician.

## PURPOSES

The primary purpose of the School of Education is to prepare young men and young women for the more responsible teaching positions, principalships, and superintendencies. Adequate preparation for such positions is required by statutory provision in all progressive American states. Every state is now spending vast sums of money for the education of the youth of the land. It is one of the primary functions, therefore, of the School of Education in a state university to fit prospective teachers and educational workers for their careers by developing in them the knowledge, attitudes, ideals, and skills necessary for successful teaching and administration.

## CURRICULA

The School of Education offers two curricula, both of which lead to the degree of Bachelor of Arts in Education (A.B. in Educ.). The one is designed to prepare teachers of English, History, Latin, French, Natural Science, and Mathematics for the secondary schools; the other, to prepare teachers for the elementary grades.

Modern education postulates that in determining the sort of training a student should get the following considerations should not be overlooked: (1) his interests and abilities, (2) the use his training is likely to be to him, and (3), the needs and demands of modern life. The curriculum, therefore, is not the fixed, rigidly prescribed something it once was. There is less emphasis on general disciplinary values and more emphasis on the development of specific traits, individual abilities, and specialized skills. No longer does any single subject, or fixed group of subjects, hold the key to the world's culture, knowledge, or opportunities. These principles are frankly recognized and are incorporated in the curriculum set up by the School of Education leading to the degree of A.B. in Education.

The requirements for the degree of Bachelor of Arts in Education are based upon the assumption that those who take the degree will most likely teach in the public high schools of North Carolina. The certification requirements of the North Carolina State Department of Education are observed in the attempt to provide the student with a broad cultural background and a thorough knowledge of the subjects he will teach, as well as with sound professional attitudes and good teaching habits.

### I. CURRICULUM FOR HIGH SCHOOL TEACHERS

The candidate for the degree of Bachelor of Arts in Education, who expects to teach in the secondary schools, will be required to prepare himself to teach in two academic fields. The combinations

of teaching fields proposed by the North Carolina State Department of Education, for which the curriculum of the School of Education is designed to prepare high school teachers, are: (a) English and Latin; (b) English and French; (c) Natural Science and Mathematics; (d) History and one other field. The prospective high school teacher who wishes to qualify for the highest grade of the high school teacher's certificate should choose one of the foregoing combinations.

### Freshman and Sophomore Years—18 Courses

The work of the first two years of the curriculum is similar in character to that of the first two years in the better colleges of arts and sciences. The requirements are in brief as follows:

*English, 4 courses.* (English 1, 3, 4, 5, or 1a, 1, 4, 5 will satisfy this requirement.)

*History, 2 courses.* (History 1-2, or a year's work in American or European History will satisfy this requirement.)

*Foreign Language, 3 courses.* (Preferably Latin or French.) If the student prefers, he may offer 6 courses in either of these languages or 3 courses in either of them and 3 courses in one other language. In this case, the requirement in Mathematics and Natural Science may be reduced to 2 courses in either mathematics or one of the branches of Natural Science.

*Mathematics and Natural Science, 4 courses.* If the student elects to offer 6 courses in foreign language, this requirement may be reduced to 2 courses. (See statement under Foreign Language above.)

*Education, 2 courses.* (Education 1 and 5 will satisfy this requirement.)

*Elective.* Additional courses, subject to the approval of the Dean, must be completed to make a total of 18 courses.

### Junior and Senior Years—18 Courses

In the Junior and Senior years the candidate for the degree will continue his studies in two academic fields, preferably one of the combinations suggested above, and will complete also the professional work required for the degree. In each of the two academic fields chosen, the candidate must complete from 6 to 8 courses including the courses completed in those two fields in the Freshman and Sophomore years. The academic courses to be required will in each case be determined by the candidate's Advisory Committee who will direct his work from the beginning of the Junior year.

The required professional work for the Junior and Senior years will include the following: Education 20, 51, and 52, and 2 courses each in the Materials and Methods of Instruction and in Directed Teaching in the two academic fields in which the candidate chooses to qualify as a high school teacher. If additional courses are necessary in order to complete the 36 courses required for the degree, the courses chosen for this purpose must be approved by the Dean before they will be accepted for graduation.

## II. CURRICULUM FOR ELEMENTARY TEACHERS

This curriculum is now in process of development. Complete details of it will be announced before the close of the current scholastic year. The general outline of this curriculum follows:

*Education* (9 courses)

Introduction to Education (Education 5) Sophomore year..... 1 course
Materials and Methods (Education 82-83-84) Junior year..... 3 courses
Psychology of Elementary School Subjects (Educ. 63) Senior year 1 course
Directed Teaching (Educ. 66-67) Senior year..... 2 courses

A minimum of two courses to be elected by student and approved by his adviser in junior and senior years: (A course in philosophy of education is suggested.)

*English* (6 courses)

English 1, 3, 4, (or 5)..... 3 courses
American Literature ..... 1 course
Children's Literature ..... 1 course
Reading and speech ..... 1 course

*Fine Arts* (3 courses)

Courses to develop desirable attitudes, appreciations and knowledge from which it is hoped will come the power of æsthetic expression.

Music ..... 1 course
Drawing and Art ..... 1 course
Dancing, Pageantry, Plays and Games..... 1 course

*Natural Sciences* (3 courses)

An orientation course in general science (General Science 1-2).. 2 courses
Principles of Geography ..... 1 course

*Practical Arts* (2 courses)

The materials, production, design and evolution of food, clothing, house materials and furnishings; utensils, tools, machines, and records as well as the effective selection, care, and use of them ..... 2 courses

*Social Sciences* (4 courses)

American History ..... 1 course
European History ..... 1 course
Educational Sociology ..... 1 course
Problems of Citizenship (Including North Carolina History).... 1 course

*An Academic Major* (8 courses) and an *Academic Minor* (4 courses)

An academic major and an academic minor shall be selected by the student at the beginning of the junior year in consultation with his adviser. The academic major may be taken in any academic department in which a student in the College of Arts is permitted to major. At least 8 courses shall be required for an academic major and at least 4 courses shall be required for an academic minor. The courses taken in the major and minor fields prior to the junior year may be counted toward meeting the requirements for the major and the minor, provided that not more than 4 such courses shall apply on the academic major.

*Electives*

A sufficient number of electives to complete a minimum of 36 courses required for the degree.

**Suggested Sequence of Courses**

| *First Quarter* | *Second Quarter* | *Third Quarter* |
|---|---|---|
| FRESHMAN YEAR | | |
| English 1 | European History | American History |
| General Science 1 | General Science 2 | Principles of Geography |
| Elective | Elective | Elective |
| SOPHOMORE YEAR | | |
| English 3 | English 4 or 5 | Education 5 |
| Practical Arts | Practical Arts | Problems of Citizenship |
| Elective | English 59 or 60 | Elective |
| JUNIOR YEAR | | |
| Materials and Methods (Reading and Study Habits) | Materials and Methods (Content Subjects) | (Language and Arithmetic) |
| Music | Educational Sociology | Plays and Games |
| Elective | Drawing and Art | Elective |
| SENIOR YEAR | | |
| Psychology of Elementary Education | Directed Teaching | Directed Teaching |
| Children's Literature | Reading and Speech | Elective |
| Elective | Elective | Elective |

## TRAINING SCHOOL

The University's training school has been made possible through the generosity of the General Education Board, of New York. In May, 1926, this Board granted the University an appropriation of $75,000 for a five-year period for the purpose of enabling the School of Education to improve its facilities for the training of high school teachers. The School of Education officials immediately entered into an agreement with the Chapel Hill School Board to make use of the local public high school as the training school for the School of Education. Under this arrangement six departments in the Chapel Hill High School are used for the purposes of observation, demonstration, and directed teaching. These are the departments of English, mathematics, French, Latin, history, and natural science.

At the head of each of these departments is a member of the School of Education staff assigned to regular teaching duties in the high school, who conducts in the School of Education courses in the materials and methods of instruction in his particular subject, and who also has charge of the "directed teaching" of students who are preparing themselves for teaching his subject. A Director of Training, who is also a member of the School of Education staff, has general supervision over the work of the training school.

In 1927, the School of Education officials entered into coöperative arrangements with the Chapel Hill School Board to make

use of the Elementary grades of the local public school for purposes of observation, demonstration, and directed teaching in those grades. The Supervising Principal of the Elementary grades of the Chapel Hill school is a member of the School of Education staff, and under her supervision students in the School of Education who are preparing to teach in the Primary or Grammar grades will be expected to complete the courses in "directed teaching" required for the degree of Bachelor of Arts in Education.

## GRADUATE WORK IN EDUCATION: HIGHER DEGREES

The School of Education is prepared to offer a fairly wide range of graduate work as will be seen from the list of advanced courses announced. Graduate students in Education working for advanced degrees, Master of Arts, Master of Science, and Doctor of Philosophy, register in the Graduate School of the University. Most of the courses in Education that are designed for Principals, Supervisors, and Superintendents are graduate courses. The program of work for the graduate student who majors in Education is directed by members of the School of Education Staff in whose divisions or field of education he chooses to study.

## FREE TUITION

By an act of the General Assembly of 1887, free tuition is given to teachers in the schools of North Carolina and to prospective teachers who are residents of the state. In order to secure free tuition, the student applying for the privilege must sign an agreement to teach in North Carolina for at least two years within a period of three years after leaving the University.

*Only undergraduates in the School of Education regularly enrolled as candidates for the degree of Bachelor of Arts in Education are eligible for the privilege of free tuition as intending teachers.*

This provision for free tuition is administered through the School of Education, and students availing themselves of the opportunity it affords are required to register in this school.

Teachers who have been teaching in the schools of North Carolina for two years or more and are now actively in service and who come to the University for further training as *bona fide* teachers are not required to sign the usual teachers' notes, but are given Teachers' Free Tuition Tickets.

All applications for the free tuition privilege for teachers must be made through the Dean of the School of Education and must be approved before the privilege will be granted. This must be attended to before registration.

Each student accepting the teacher's free tuition privilege must complete in the School of Education the number of professional

courses required by the State Department of Education for that grade of certificate to which his academic standing would entitle him.

## LIBRARY FACILITIES

In addition to the library facilities afforded by the General Library, the School of Education has its own departmental library of over two thousand bound volumes and several thousand pamphlets, periodicals, and school reports. Here are to be found most of the more important recent books on education printed in English, all the more important educational journals and periodicals, to which the library is a regular subscriber, and a large collection of State and city school reports. This library is housed in Peabody Hall and is in charge of a trained librarian. In addition to an adequate stack room, there is a well appointed reading room.

The departmental library is open on week days from 9 a.m. to 1 p.m., and from 2 p.m. to 5 p.m.; and on week day evenings from 7 p.m. to 10 p.m.

## COURSES IN EDUCATION GIVEN IN RESIDENCE

1. AN INTRODUCTION TO EDUCATIONAL PSYCHOLOGY. Sophomore course.

Education is viewed in this course as a series of changes in individual pupils. The elementary principles of educational psychology will be illustrated and studied briefly through assigned readings, experiments, and discussion. *Five hours a week. Every quarter.* Credit, 1 course. Professor Jordan.

4. THE THEORY AND PRACTICE OF EDUCATION. Sophomore, Junior, and Senior elective.

A study of the theory and practice of education from the viewpoint of both the teacher and the citizen; the selection of the material of instruction; the development and arrangement of the curriculum for the grammar schools and the high schools. Lectures, textbooks, and assigned readings. *Five hours a week. Winter quarter.* Professor Noble.

5. GENERAL INTRODUCTION TO THE STUDY OF EDUCATION. Sophomore course.

This course attempts to aid prospective teachers in obtaining a general understanding of the organization, purposes, opportunities, and limitations in the various fields open to teachers. An examination of the history, traditions, and present relationships in public school work will be followed by guidance in self-examination, in order that each student may discover the fields in which he has the largest interest, ability, and probable hope of success. Textbooks, reports on outside readings, class exercises, and individual experiments will be required. *Five hours a week. Every quarter.* Credit, 1 course. Professors Knight and Mosher.

20. EDUCATIONAL PSYCHOLOGY. Sophomore Course. Prerequisite, Education 1 or Psychology 1-2.

To consider critically different topics, such as the original nature of man, heredity versus environment, kinds of learning and factors influencing learning, individual differences, mental hygiene, mental measurement is the purpose of this course. Texts and lectures. *Five hours a week. Every quarter.* Credit, 1 course. Professor Jordan.

26. PUBLIC SCHOOL EDUCATION IN THE SOUTH. For Graduates and Advanced Undergraduates.

This course gives an historical survey of public school education in southern states with especial attention to its development in organization, administration, and supervision since 1876. Present-day questions in rural education are studied in the light of their historical development, and attention is given to the educational reorganization needed for the proper solution of the new rural life problems. Textbook, lectures, investigations, and reports. *Five hours a week. Fall or Spring quarter.* Credit, 1 course. Professor Knight.

29. HISTORY OF EDUCATION IN NORTH CAROLINA. For Graduates and Advanced Undergraduates.

The purpose and development of education in North Carolina as seen in the work of public, private, charity, and church schools. A comparative study of public education in North Carolina and other selected typical states of the American Union. Lectures, discussions, and assigned readings. *Five hours a week. Fall or Spring quarter.* Credit, 1 course. Professor Noble.

31. RURAL EDUCATION. For Graduates and Advanced Undergraduates.

A course planned to meet the needs of students preparing to become rural school teachers, principals, supervisors, and superintendents. It gives consideration to the organization, administration, and supervision of rural school education in the United States, with especial emphasis on the present conditions in the South. The country as the unit of administration and support, federal aid and a national program for rural educational work, the application of the principles, agencies, and methods of supervision to the rural school will be studied. Textbooks, lectures, special investigations, and reports. *Five hours a week. Winter quarter.* Credit, 1 course. Professor Knight.

36. HISTORIC FOUNDATIONS OF MODERN EDUCATION. For Graduates and Advanced Undergraduates.

This course traces the development of some of the more important educational problems of modern times as they have been affected by the social and political facts of history, by the contributions of the leading educational theorists, and by institutional practice. It deals with the growth of national systems of education and especially with the extension of popular education in the United States. Textbooks, lectures, investigations, and reports. *Five hours a week. Winter quarter.* Credit, 1 course. Professor Knight.

37. SOCIAL AND EDUCATIONAL HISTORY OF THE UNITED STATES. For Graduates and Advanced Undergraduates.

The purpose of this course is to present the evolution of the educational practices and institutions of the United States. The elementary school, the secondary school, and the institutions of higher learning will be traced through: (a) The period of transplanting of European institutions; (b) the period of modifications of institutional life to meet new conditions; and (c) the period of development of an educational system of free common schools, high schools, state universities, and technical schools, in harmony with the political and social ideals and institutions of America. Textbook, lectures, investigations, and reports. *Five hours a week. Fall or Spring quarter.* Credit, 1 course. Professor Knight.

41. INTRODUCTORY COURSE IN SCHOOL ADMINISTRATION. For Graduates and Advanced Undergraduates.

This course will consider some of the important problems of school administration, especially as these problems bear on the success of the teacher's work. Students without teaching experience, or teachers without a knowledge of administrative problems, should not register for the more specialized courses in the field of administration until after completing this course. Textbook, observations, and discussions. *Five hours a week.* Credit, 1 course. Professor Trabue.

42. THE ELEMENTARY SCHOOL PRINCIPALSHIP. For Graduates and Advanced Undergraduates.

This course considers the duties, qualifications, and activities of the principal of an elementary school. Textbook, assigned readings, and special reports. *Five hours a week. Spring quarter.* Credit, 1 course. Professor Trabue.

43. ELEMENTS OF STATISTICAL METHODS. For Graduates and Advanced Undergraduates. Prerequisites, Education 1 or Psychology 1-2.

The first meetings in this course will consider various methods of collecting data for educational, psychological, social, and economic investigations. The interpretation of data by graphic and mathematical devices will be taught chiefly by examples. Numbering, tabulation, the calculation of averages and variabilities, the transmutation of measures, and simple correlations will be included. Students will be required to plan experiments and statistical investigations for the solution of problems in their own fields of interest. Readings, demonstrations, problems, reports, and critical discussion. *Five hours a week. Spring quarter.* Credit, 1 course. Professor Trabue.

46. CLASSROOM MANAGEMENT. For Graduates and Advanced Undergraduates. (Not offered in residence, 1927-28.)

A course for prospective teachers on the organization and direction of activities in the classroom as distinguished from the administration of an entire school. Class routine, lesson planning, conduct of the recitation, and extracurricular activities will be included. Textbook, special readings, observations, and reports. *Five hours a week.* Credit, 1 course. Professor Trabue.

48ab. (a) THE CLASSIFICATION OF PUPILS. (b) THE SUPERVISION OF INSTRUCTION. For Graduates and Advanced Undergraduates. (Not offered in 1927-1928.)

This course is devoted to a consideration of the various methods and devices for securing a satisfactory classification of pupils and for improving instruction offered by teachers. A good course in educational measurements is a prerequisite. Textbooks, investigations, reports, and discussions. *Five hours a week.* Credit, 1 course. Professor Trabue.

s49ab. MEASUREMENTS OF EDUCATIONAL EFFICIENCY. (a) CHILD ACCOUNTING. (b) FINANCE ACCOUNTING. For Graduates and Advanced Undergraduates. (Not offered 1927-1928.)

This course for superintendents, principals and supervisors will consider the fundamental principles and purposes of accounting, the various systems now in use in the public schools of North Carolina, and the improvements which are most urgently needed. The printed forms, equipment, labor saving devices, and clerical service required for schools of different sizes will be studied from the standpoint of costs and efficiency. Assigned readings, practical problems, class discussions, and individual reports. Credit, 1 course. *Five hours a week.* Professor Trabue.

51. PRINCIPLES OF SECONDARY EDUCATION. For Advanced Undergraduates. Prerequisite, Education 1, or Psychology 1-2, and Education 20.

A study of the American high school, its evolution, organization, administration, functions, and problems. Special emphasis will be laid on the public high school in North Carolina. This course is designed especially to meet the needs of those students who are looking toward teaching positions and principalships in secondary schools. Textbook, lectures, assigned readings, and reports. *The Principles of Secondary Education* by Inglis will be used as the basis of this course. *Five hours a week. Fall and Winter quarters.* Credit, 1 course. Professor Walker.

52. GENERAL METHODS IN SECONDARY EDUCATION. For Advanced Undergraduates. Prerequisite, Education 1, or Psychology 1-2, and Education 20.

This course deals with a general survey of the nature of the secondary school pupil and of the nature of the subject matter taught in secondary schools; a study of the laws of learning which underlie and determine the conduct of the recitation and the management of the class. Considerable attention is given to the types of learning involved in the different high school subjects and economical methods of instruction. Textbooks, lectures, assigned readings, and reports. *Five hours a week. Every quarter.* Credit, 1 course. Professor Mosher.

54. THE PSYCHOLOGY OF HIGH SCHOOL SUBJECTS. (Summer quarter only.)

55. SOCIAL POLICY AND EDUCATION. For Graduates and Advanced Undergraduates. (Not offered in 1927-1928.)

Fundamental problems in the social and ethical theory of education. Lectures, prescribed readings, essays, and reports. This course deals with problems of social progress from the standpoint of education, attempts to define a social policy for education, and discusses the vital educational issues involved in that policy. *Five hours a week.* Credit, 1 course. Professor Walker.

56. SUPERVISION AND MEASUREMENTS IN SECONDARY EDUCATION. For Graduates and Advanced Undergraduates. Prerequisite, Education 1 or Psychology 1-2. (Not offered in 1927-28.)

Standard tests for measuring the results of secondary school instruction will be examined and discussed. An effort will be made to give students some familiarity with the methods and scales. *Five hours a week.* Professor Trabue.

60. THE ELEMENTARY SCHOOL CURRICULUM. For Graduates and Advanced Undergraduates.

The construction and organization of the elementary school curriculum when based upon human needs. Includes consideration of the teacher's function in curriculum construction, objectives of the school subjects, sources of curricular material and criteria for evaluating it, selection and organization of the pupil-activities through which the objectives may be attained. *Five hours a week. Summer quarter.* Credit, 1 course. Professor Tyler.

61. PROFESSIONAL COURSE FOR SUPERINTENDENTS. (Summer quarter only.)

62. TESTS AND MEASUREMENTS IN ELEMENTARY EDUCATION. For Graduates and Advanced Undergraduates. Prerequisite, Education 1 or Psychology 1-2.

Methods of measuring and improving the results of instruction in the elementary school. As much use as possible will be made of actual measured results. *Five hours a week. Spring quarter.* Credit, 1 course. Professor Trabue.

64. MENTAL MEASUREMENTS. For Graduates and Advanced Undergraduates. Prerequisite, Education 1 or Psychology 1-2.

A study of mental tests both individual and group. The origin of the tests will be first considered followed by a comparative study of the various types of group and individual tests. There will be ample opportunity offered for the actual administration of the tests and the interpretation of the results. *Five hours a week.* Credit, 1 course. Professor Jordan.

65. METHODS OF INSTRUCTION IN THE FUNDAMENTAL SUBJECTS. For Graduates and Advanced Undergraduates.

This course will deal with specific problems and methods of instructing pupils in those school subjects which have been most widely recognized as fundamental in the education of children. English and mathematics will receive especial attention. Standard tests will be used in the diagnosis of pupils' difficulties. Textbooks, demonstrations, discussions, special reports, readings, projects, and experiments. *Five hours a week. Fall quarter.* Credit, 1 course. Professor Trabue.

70. MATERIALS AND METHODS OF TEACHING HIGH SCHOOL ENGLISH. For Advanced Undergraduates.

This course is designed to give practical preparation for the teaching of English in high schools. It includes consideration of the aims, courses of study, and methods found most effective in the teaching of grammar, composition (oral and written), and the different types of literature to pupils of high school age.

English 1, 3, 4, 5, and four other English courses approved by the instructor are prerequisites. Applicants should be well grounded in the fundamental principles of English grammar, should write and speak well, and should have more than average ability to appreciate literature. *Five hours a week. Every quarter.* Credit, 1 course. Professor Farrar.

71. DIRECTED TEACHING OF HIGH SCHOOL ENGLISH. For Advanced Undergraduates.

The purpose of this course is to provide actual practice in teaching high school classes in English under supervision. As preparation for this practice it will include much observation of teaching, considerable study of the material taught, and preparation of lesson plans. It is open only to students who have taken or are taking Education 70. *Five hours a week. Every quarter.* Credit, 1 course. Professor Farrar.

72. MATERIALS AND METHODS OF TEACHING FRENCH. For Advanced Undergraduates.

This course is primarily for students majoring in French in the School of Education. French 3, 4, 5, 7, and 14 are required for all who intend to teach French,—either as a major or minor. In addition 3 more French courses are required—these may be elected with the approval of the head of the Department of French in the Training School.

In this course the development of modern language teaching in the United States, and to some extent in Europe, is studied. The reading will cover some of the most important bibliography dealing with the various schools of modern language teaching. There will be discussions and papers. Particular stress will be laid on present day tendencies in this field, more especially on pronunciation and the use of phonetics. Each student will be required to formulate his own plan of study. The various texts available for teaching French will be critically studied and discussed. Reports on outside readings. *Five hours a week. Every quarter.* Credit, 1 course. Professor Giduz.

73. DIRECTED TEACHING OF HIGH SCHOOL FRENCH. For Advanced Undergraduates. Prerequisite, Education 72.

Students will for a time observe the teaching in the High School. The work in the class will later be discussed. When the instructor feels that the students have had time to learn the method of procedure sufficiently to be able to do so he will turn the class over to each of them in turn so that they may have the practice of conducting the classes independently. There will be critical reports on the class work and discussions. Each student will be required to work out the daily lesson and make a lesson plan. This course aims to give the students an opportunity to carry out the ideas and principles studied in Education 72. *Five hours a week. Every quarter.* Credit, 1 course. Professor Giduz.

74. MATERIALS AND METHODS OF TEACHING THE SOCIAL STUDIES. For Advanced Undergraduates. Prerequisites, to be determined by the instructor.

This course is required of all students in the school of Education who are preparing to teach high school history and the other social studies. The aims, functions and objectives of the social studies will be carefully analyzed and the history of their place in the American secondary school examined. Such problems as planning and organizing the course, textbooks and library equipment, maps, pictures and other visual aids will be considered. Following these will be a discussion of the various methods problems such as the recitation, teaching pupils how to study, the lecture, textbook, topical, problem and source methods, written work and testing results. Textbooks, lectures, discussions, special investigations and reports. *Five hours a week. Every quarter.* Credit, 1 course. Professor King.

75. DIRECTED TEACHING OF THE SOCIAL STUDIES. For Advanced Undergraduates. Prerequisite, Education 74.

In this course the student will at first attend a high school class in history or community civics and observe the methods and technique of conducting the class. After he has observed and prepared the work of the class long enough to become familiar with its operation he will be required to work out a daily lesson plan for each class observed. When, in the judgment of the instructor, the student is sufficiently familiar with the correct methods of procedure, he will be permitted to conduct the class under the personal supervision of the instructor. After each class conducted by the student teacher his work will be discussed and criticised in conference with the supervisor. *Five hours a week. Every quarter.* Credit, 1 course. Professor King.

76. MATERIALS AND METHODS OF TEACHING HIGH SCHOOL LATIN. For Advanced Undergraduates. Prerequisite, Latin 1, 2, 3, and 4 (or the equivalent).

This course is designed primarily for students majoring in Latin in the School of Education, and is required of all who plan to teach high school Latin, whether as a major or minor subject. The history of the teaching of Latin will be discussed along with modern tendencies of instruction in this field. A special study will be made of high school Latin texts, and reports and discussions will emphasize the various methods used in teaching them. Helpful bibliographies will be compiled and examined. *Five hours a week. Every quarter.* Professor Gwynn.

77. DIRECTED TEACHING OF HIGH SCHOOL LATIN. For Advanced Undergraduates. Prerequisite, Education 76.

The teaching of Latin in the practice school will be observed closely by students for a time; later the work of the classes observed will be fully discussed. After such intensive observation work, the students will be required to work out individual daily lesson plans for the classes observed. When the instructor believes that the students have had sufficient time to learn the correct method of procedure, he will turn over a class to each one of them to handle independently under his supervision. Critical reports and discussions of the class work of each student candidate will follow. *Five hours a week. Every quarter.* Professor Gwynn.

78. MATERIALS AND METHODS OF TEACHING HIGH SCHOOL MATHEMATICS. For Advanced Undergraduates.

A course designed to give those who are preparing to teach mathematics in high school a comprehensive view of the materials of secondary school mathematics and its teaching. It covers briefly the history of mathematics, objectives of secondary school mathematics teaching, materials, methods of instruction, psychology of the subject, mathematics projects and the mathematics section of the high school library. Reading on these topics and reports will be a feature of the course. *Five hours a week. Every quarter.* Credit, 1 course. Professor Munch.

79. DIRECTED TEACHING OF HIGH SCHOOL MATHEMATICS. For Advanced Undergraduates.

This course gives the prospective teacher observation and practice teaching in high school mathematics. The student becomes a regular member of a mathematics class in the Laboratory School. This gives him a thorough mastery of the subject he is to teach. The various phases of the technique of mathematics teaching are discussed with the student with the actual class room work as a background. As soon as he manifests proficiency in the subject and leadership he is given actual teaching experience. *Five hours a week. Every quarter.* Credit, 1 course. Professor Munch.

80. MATERIALS AND METHODS OF TEACHING HIGH SCHOOL SCIENCE. For Advanced Undergraduates.

This course will consider the educational preparation of the science teacher, the historical development of secondary school science—its changing aims and organization of materials—as a background for the understanding of present-day aims; the influence of these aims upon selection of subject-matter, methods of organizing and presenting it, and of testing results. Specimen teaching units, selected from the different sciences, will be prepared by students and discussed as to content, method, and use of materials. Lectures, discussions, readings. *Five hours a week. Every quarter.* Credit, 1 course. Professor Preston.

81. DIRECTED TEACHING OF HIGH SCHOOL SCIENCE. For Advanced Undergraduates.

The object of this course is to give the student familiarity with the science class-room and laboratory in operation. Entering first as an observer he will gradually be allowed to take over more and more of the work as he is considered qualified to do so. Conferences with the instructor will be an important part of this course. *Five hours a week. Every quarter.* Credit, 1 course. Professor Preston.

101. PROBLEMS IN SECONDARY EDUCATION. Graduate.

This course is intended for advanced students and is primarily a course in investigation. To be admitted to it, a student must have pursued other courses in secondary education. Students who have not taken Education 51 may be admitted only with special permission of the instructor. At the beginning of the course each student is required to select some one problem for special investigation. The problem for investigation may be chosen by the student but must be subject to the approval of the instructor both as to field and method. A thesis will be required of each student. Throughout the year regular class discussions will be held on various problems in secondary education and assigned readings will be required. *Two hours a week. Fall, Winter, and Spring quarters.* Credit, ½, 1, or 1½ courses. Professor Walker.

103. PROBLEMS IN EDUCATIONAL ADMINISTRATION. Graduate.

A graduate course offering opportunity for intensive study and research on selected problems in the field of educational administration. The problems will be selected by the class each year, making it possible for the student to take this course more than once. Prerequisites, Education 40 and 41, or their equivalent. *Two hours a week. Fall, Winter, and Spring quarters.* Credit, ½, 1, or 1½ courses. Professor Trabue and Professor Tyler.

104. PROBLEMS IN EDUCATIONAL MEASUREMENTS. Graduate.

Students who wish to specialize in educational measurements may take this course more than once if desired, for the problems considered will differ from year to year. Prerequisite, Education 62 or 56. *Two hours a week. Fall, Winter, and Spring quarters.* Credit, ½, 1, or 1½ courses. Professor Trabue and Professor Tyler.

110. PROBLEMS IN EDUCATIONAL PSYCHOLOGY. Graduate. Prerequisites, Education 1 or Psychology 1-2, and preferably one other course in Educational Psychology.

A graduate course treating intensively of the fundamental facts of educational psychology. This course is designed for those who intend to major in educational psychology and for all those who wish a thorough grounding in the psychological principles of Education. *Two hours a week. Fall, Winter, and Spring quarters.* Credit, ½, 1, or 1½ courses. Professor Jordan.

126. FOUNDATIONS OF EDUCATION IN THE SOUTH. Graduate.

This is a research course in modern educational practices and institutions and is open only to those advanced students who have had Education 26, or Education 36, or its equivalent. Various educational agencies will be studied through investigations, reports, and conferences. *Two hours a week. Fall, Winter, and Spring quarters.* Credit, ½, 1, or 1½ courses.

140. SEMINAR IN EDUCATION. Thesis Course.

This is a course of strictly graduate grade in which there will be taken up such work as is necessary for each student in connection with the writing of his degree thesis. It is intended for those students whose graduate major is in Education, but students whose thesis topics are closely related to Education are invited to attend and to take part in the discussions. The class will meet for two hours each week through the year. *Two hours a week.* Professors in The School of Education.

151. PRINCIPLES OF SECONDARY EDUCATION. Graduate.

A systematic course for graduate students, intended primarily for those who have not had Education 51. This course will embrace a study of the American high school, its evolution, organization, administration, functions, and problems. It is designed primarily for high school principals and graduate students who are looking forward to high school principalships. Textbook, lectures, readings, and reports. A term paper will be required of each student before credit for the course will be allowed. *Five hours a week. Spring quarter.* Credit, 1 course. Professor Walker.

## EXTENSION CLASSES IN EDUCATION

For the year 1927-'28 the School of Education is offering, or is prepared to offer, through the Extension Division class instruction in Education in the cities and towns of the state. The same credit is given for these extension classes as is given for residence work, provided the University's entrance and other eligibility requirements are met.

During the year 1927-'28 three members of our staff—Professors McKee, Bason and Tyler—are devoting their entire time to extension class teaching. The members of the School of Education staff doing regular class teaching in residence are conducting extension classes in the cities and towns that are within comparatively easy reach of Chapel Hill.

For full particulars regarding extension class instruction address the Director of the Extension Division, Chapel Hill, and ask for literature on this subject.

*Education 2—Principles of Education* (Professors Bason, Marks, and Tyler).
*Education 26—Public Education in the South* (Professor Knight).
*Education 31—Rural Education* (Professor Knight).
*Education 37—Social and Educational History of the United States* (Professor Knight).
*Education 55—Social Policy and Education* (Professor Mosher).
*Education 60—The Elementary School Curriculum* (Professor McKee).
*Education 81-82—Materials and Methods of Teaching the Elementary School Subjects* (Professors McKee, Tyler, Marks and Bason).

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## CORRESPONDENCE COURSES IN EDUCATION

For the year 1927-'28 the School of Education is offering, or is prepared to offer, through the Extension Division the correspondence courses in Education listed below.

Courses taken by correspondence are not credited toward graduate degrees. They are, however, credited toward the Bachelor's degrees on the same basis as if taken in residence.

Full particulars regarding correspondence instruction may be had by addressing the Extension Division and asking for its literature on this subject.

*Education 1—An Introduction to Educational Psychology* (Professor Jordan).
*Education 20—Educational Psychology* (Professor Jordan).
*Education 26—Public Education in the South* (Professor Knight).
*Education 31—Rural Education* (Professor Knight).

*Education 36—Historic Foundations of Modern Education* (Professor Knight).

*Education 37—Social and Educational History of the United States* (Professor Knight).

*Education 42—The Elementary School Principalship* (Professor Trabue and Mr. Morrison).

*Education 46—Classroom Management* (Professor Trabue).

*Education 51—Principles of Secondary Education* (Professor Mosher).

*Education 52—General Methods in Secondary Education* (Professor Mosher).

*Education 62—Tests and Measurements in Elementary Education* (Professor Trabue).

## MISCELLANEOUS ACTIVITIES

### BUREAU OF EDUCATIONAL RESEARCH

The Bureau of Educational Research was organized in the School of Education on July 1, 1923, for the purpose of conducting and encouraging scientific research in the public schools of the state of North Carolina. This Bureau serves as a clearing-house for exact information about educational conditions in the state, collects and assembles the results of investigations conducted by other agencies dealing with social work, and carries on independent studies of a scientific nature. Standard scales and tests for measuring the work of the schools may be purchased at cost through the Bureau.

The staff of the Bureau is at present composed of the professors in the School of Education and one Statistical Assistant. The Bureau is equipped to conduct surveys of any phase of school efficiency, and its services are given without charge to public schools in the state. Schools in other states will be charged a reasonable price for services rendered. Correspondence regarding investigations should be addressed to Professor M. R. Trabue, Director of the Bureau of Educational Research.

### TEACHERS' BUREAU

The School of Education conducts a teachers' bureau which is at the service of teachers and school officials without any cost to them whatsoever. The annual registration of teachers runs from 300 to 500, most of whom register with it in the Summer School.

### THE HIGH SCHOOL JOURNAL

The *High School Journal* is published eight times a year by the School of Education. All the professors in the school contribute to its columns, as do other members of the University faculty. The subscription price is $1.50 a year. The Editorial Board is composed of members of the School of Education staff.

### ORANGE COUNTY SCHOOLS

The School of Education coöperates with the Orange county school officials in the administration and supervision of the public schools of the county. This phase of our work is conducted by Professor E. W. Knight, who meets regularly with the county board of

education to give such expert advice and assistance as the board may need or desire. Professor Knight also serves without pay as Assistant County Superintendent of Schools.

## EDUCATIONAL INFORMATION AND ASSISTANCE

The members of the School of Education, by virtue of their close contact with the schools of the state, their wide acquaintance with school officials, and their practical and theoretical knowledge of the state's school problems, are obliged to carry on constantly a rather considerable correspondence. Every year they are called upon by school officials and teachers to answer hundreds of letters of inquiry relating to every conceivable phase of educational administration and school procedure. There is no charge whatsoever for this service.

## THE MURPHEY CLUB

The Murphey Club is an informal organization of the students and faculty of the School of Education for the study of current educational problems. The Club holds monthly meetings throughout the college year.

# APPENDIX

## TRAINING AND CERTIFICATION OF HIGH SCHOOL TEACHERS

The reorganization of our high schools calls for changes in the training and certification of high school teachers. In almost all small high schools, that is, high schools having from three to six teachers, it is necessary for practically all teachers to be prepared to teach in two fields. Even Home Economics teachers and teachers of Agriculture, unless they are full-time teachers, should be prepared to teach in at least a second field, although these fields are usually so closely related to the major preparation of these teachers that only minor modifications are required in their usual training. High school teachers should not only be prepared to teach in two high school fields, but these two fields should be such as to permit, in view of the requirements of the curriculum adopted, a rational organization of the school.

In view of the requirements of the curricula recommended for high schools of different sizes, and the suggested organization of schools adopting a given curriculum, the teaching combinations and fields are as follows:

1. English and Latin.
2. English and French.
3. History and one of the following: English, Latin, French, Science. Mathematics.
4. Science and Mathematics.
5. Home Economics.
6. Agriculture.
7. Commercial Education.

This whole scheme contemplates the issuance of high school teachers' certificates based on combinations or groupings of high school subjects as set forth in this bulletin. This will probably become effective as of July 1, 1928.

The minimum training to prepare teachers for each of the foregoing combinations and fields of high school instruction, effective after July 1, 1928, should be approximately as follows:

A. *General Professional Courses* (common to all certificates)

| | *Semester hours* |
|---|---|
| 1. Educational Psychology | 3 |
| 2. Principles of High School Teaching or Problems in Secondary Education | 3 |
| 3. Elective | 6 |
| Total | 12 |

B. *Special Professional Courses* (common to all certificates)

| | |
|---|---|
| 1. Materials and Methods (Two fields) | 6 |
| 2. Observation and Directed Teaching (One or both fields) | 3 |
| Total | 9 |
| Professional requirements— | |
| Grand total | 21 |

The minimum academic credits for the teaching of any subject:

*Semester hours*

1. *For English* ..... 24
   This should include:
   a. Grammar, Composition and Rhetoric
   b. American Literature
   c. English Literature
2. *For Latin* ..... 24
   Based on two units of entrance to be reduced six semester-hours for each additional unit of entrance credit.
3. *For French** ..... 18
   Based on two units of entrance credit. If no entrance credit is presented, applicant must have twenty-four semester-hours, or eighteen hours beyond Elementary French.
4. *For Science*† ..... 30
   This should include:
   a. Biology
   b. Chemistry
   c. Physics
   d. Geography
5. *For History* ..... 24
   This should include:
   a. Ancient and Medieval
   b. Modern European
   c. United States
   ..... 18
   a. Political Science
   and
   b. Economics
   ..... 6
6. *For Mathematics* ..... 15

* The requirements to teach any other modern foreign language will be the same as for French.

† A certificate to teach any one science may be secured by presenting a minimum of thirty semester hours, including a major in the particular science in which a certificate is desired.

Since the School of Education does not attempt to train high school teachers of Home Economics, Agriculture, and the Commercial Subjects, the requirements for certification of teachers of these subjects are omitted from the foregoing outline.